

The Cross-Program Consolidated Monitoring Tool

Monitoring Cycle - 2021-2025

Part 1: The Consolidated Elements

August 30, 2022

*Office of Federal Programs
North Carolina Department of Public Instruction*

The Cross-Program Consolidated Monitoring (CPCM) Tool

How to Access the CPCM Tool

The CPCM monitoring instrument can be found on the Office of Federal Programs webpage.

First, click on the Cross-Program Monitoring Tab

Next, scroll to the [Consolidated Monitoring Instrument link](#).

Cross-Program Monitoring

What is the focus of our work?

The Federal Program Monitoring and Support Division supports approximately \$560,000,000 in federal funds provided to districts and schools each year. The primary role of the Division is to provide grants administration, program monitoring, data collection and reporting, and to facilitate the necessary technical assistance to ensure not only compliance but quality programs for students. Compliance is the first step toward program quality; monitoring is the springboard to providing technical assistance.

[Why do we monitor and how can we help?](#)

Monitoring Reviews

- **Compliance** – It's the law.
Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the State and local education agencies (LEAs) and public charter schools to ensure compliance with the Elementary and Secondary Education Act.
- **Technical Assistance** – We're here to help.
State monitoring team members provide technical assistance during the review visit and beyond. It is not the State's intent to tell the LEA HOW to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.
- **Building Relationships** – We're in this together.
The Department of Public Instruction's main objective is to raise student achievement for North Carolina's school children. Through cooperative assessment of the federal programs, between

[Consolidated Monitoring Presentation](#)

[Standard Operating Procedures Manual](#)

[Consolidated Monitoring Instrument](#)

Federal Program Monitoring

[21st Century Community Learning Centers](#)

[Comprehensive Continuous Improvement Plan](#)

Cross-Program Monitoring

[Emergency Assistance for Nonpublic Schools \(EANS\)](#)

[Equitable Services for Private Schools](#)

[Every Student Succeeds Act \(ESSA\)](#)

[Elementary and Secondary Schools Emergency Relief \(ESSER\)](#)

[Extended Learning and Integrated Student Supports \(ELISS\) Competitive Grant Program](#)

[Federal Program Contacts by Staff Member](#)

[Federal Program Data Collection](#)

[Foster Care Education](#)

[Homeless Program Monitoring](#)

[ICARES](#)

[Migrant Education](#)

[Monitoring Neglected and Delinquent Students](#)

[Rural Education Achievement Program](#)

The CPCM Tool Components



The CPCM Tool consists of eight sections:

Elements 1-5 – All Consolidated Programs

Elements 6-11 Title I, Parts A & D

Element 12 – Title II, Part A

Element 13 – Title IV, Part A

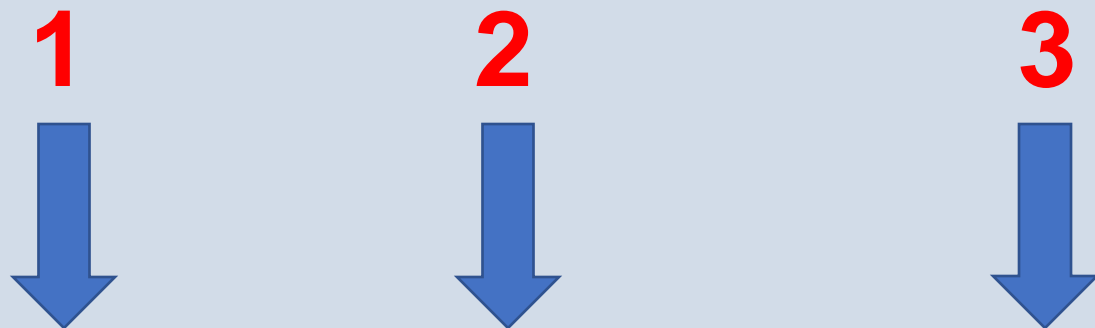
Elements 14 –17 – Title III, Part A

Elements 18- 20 – Title I, Part C - Migrant Education

Element 21 – Title V, Part A - Rural and Low-Income Schools

Element 22 – State Operated Programs

The CPCM Tool Components



Consolidated Elements			
Consolidated Element/ESSA Reference	Indicator	Supporting Documentation to be submitted	Interview Questions

The CPCM Tool Interview Questions

- Stakeholder Interview Questions are standardized for consistency across the State and are provided on the Monitoring Instrument in the column titled **Interview Questions**
 - However, follow-up or expanded questions may be asked for further clarification as needed
- PSUs may share the interview questions with participants prior to the monitoring visit, however interview participants should not respond to questions from a prepared script.

Parents


- In what ways has your child's school or district made information available in second languages or in other formats for visually or hearing-impaired people?

District School Principals

- How does your school and district make sure that information is available to all stakeholders in understandable language and formats?
- What languages and formats are available for your school's parent and family engagement policy?
- Is your school's parent right to know regarding the professional qualifications of their child's teacher, paraprofessional and testing transparency letters provided in second languages and/or formats as needed?

District Teachers

- How does the district support your school in providing information to parents who are not fluent in English or need alternative formats? (If applicable)

A hand holding a blue pencil is positioned over a document. The document contains a table with multiple columns and rows of data, including numbers and symbols. The background is blurred, showing a person's face and hands. A circular overlay on the right side of the image contains the text "General Guidance: Documentation".

General Guidance: Documentation

All Meeting and Event Records must be Dated!

Dated records must include:

- Sign-in sheets indicating affiliation and position of participants
- Agendas
- Meeting Minutes with accompanying presentations or handouts



Evidence of Dissemination

Other than posting information on the school or district website, dissemination methods may include, but are not limited to:

- A protocol with a signed attestation form
- Inclusion in a handbook with a parent signature page
- Discussion at a meeting with dated attendance records
- Posted in the building



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NOTE: Multiple methods of dissemination may be required to ensure all parents/caregivers have access to information.

Documentation Sample Size

- In most instances, PSUs are not required to provide an exhaustive set of a particular kind of document.
- To provide a comprehensive view, a calendar or schedule showing the other meeting dates should be included.
- For example, to demonstrate a particular group has met 12 times during the year, the PSU may supply the artifacts related to one or two of those meetings, as long as those artifacts reflect what is described in the given element. Artifacts from all the other meetings would not be required in the dates are captured on a calendar or schedule.



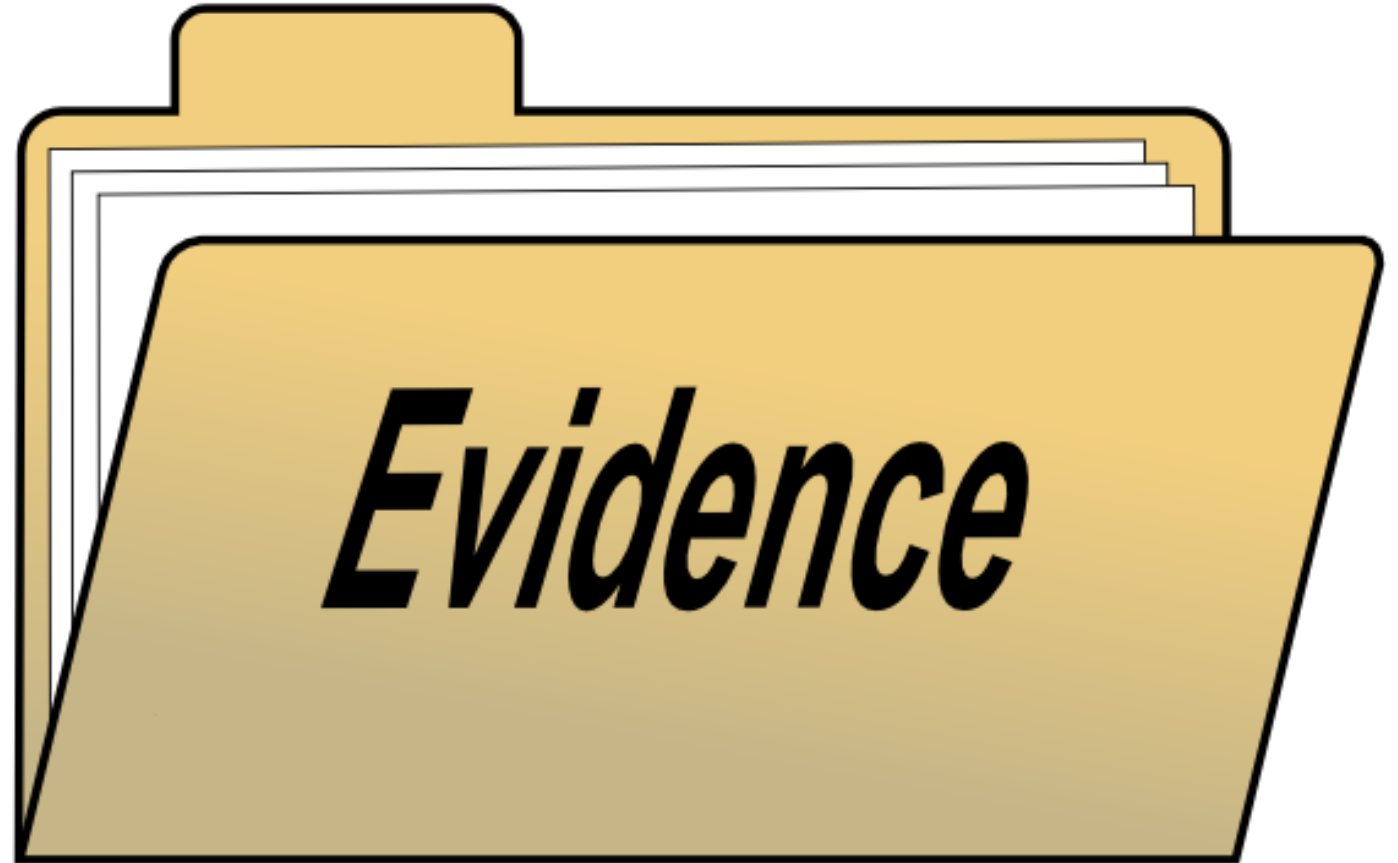
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Compliance Documentation Best Practices

- If one document satisfies more than one element, it should be submitted for **all applicable elements**.
- Only the most recent or current documents that demonstrate compliance are required.
- Items may be provided in the following formats: PDFs, Word files, TXT files, Excel files, CSV files, PowerPoints, or JPEGs
- PSU staff should not create documents (such as notes-to-file) that describe the PSU's compliance with an element simply to have a document to provide for the monitoring event.
- Clarifying information may be added onto an existing document in the form of an electronic "post-it" or comment (e.g., features available in Adobe or Word) or a handwritten note in the margin prior to scanning
- There is no need to upload documentation for any elements that do not apply to the PSU.

Required Evidence for the Consolidated Elements

Elements 1-5





Consultation with district/school stakeholders in developing and revising plans for the use of funds.

ESSA Citations: 1112(a)(1)(A), 1112(a)(5), 1304(c)(3), 2102(b)(3), 3116(b)(4)(C), 4106(c), 5222(a)

Planning for the Use of Consolidated Funds

Evidence from meetings or events at which internal and external stakeholders were involved in the following:

- ☐ The development of the PSU's plan for the use of federal consolidated funds
- ☐ The periodic review and/or revision of the PSU's plan for the use of federal consolidated funds.

Support of Title I School Plans – District's Only

- ☐ The district's monitoring and support of Title I school plans.

Suggested Documentation includes, but is not limited to:

- ☐ Technical Assistance meetings between Title I principals and district leaders
- ☐ Notes from Title I Budget Review meetings with principals
- ☐ District officials' comments on School-wide or Targeted Assistance Plans

MEP Stakeholder Engagement

Evidence must reflect the PSUs efforts to ensure:



- ☐ Migratory parents were invited and included in the periodic review and/or revision of the PSU's plan for the use of federal funds.

- ☐ Migratory parents were involved in the development of the PSU's plan for the use of federal funds.

Element #1 - Best Practices

- The PSU is not required to provide an exhaustive set of meeting records.
 - For example, to demonstrate a particular stakeholder group has met 4 times during the year, the PSU may supply the artifacts related to one or two of those meetings, as long as those artifacts reflect what is described in the given element.
- ☐ To provide a more comprehensive view of the meetings, a calendar or schedule showing the other meeting dates should be included.





Element #2

Districts Only

Equitable Services / Private Schools

ESSA Citations: 1112(c)(2), 1117(a)(3)(A), 1117(b), 1117(b)(3), 2102(b)(2)(E), 4106(e)(2)(B), 8501

Equitable Services Required Documentation

- ☐ Communication sent to private schools regarding equitable services
- ☐ Invitations to private school officials to attend equitable service meetings
 - Minimum of 3 attempts must be documented if officials are unresponsive
- ☐ Records from meetings to show equitable services were explained and private school officials were provided with the opportunity to accept or decline participation

Consultation with Participating Private Schools

- ❑ Communication and notes of ongoing consultation and to facilitate private school participation in equitable services
- ❑ Records of equitable services activities, such as tutoring schedules, inventories or invoices of supplies, materials, and services, PD sign-in logs, for each participating school

Element #3

Understandable Language and Format
of Information Disseminated to Parents

ESSA Citations: 1112(e)(4), 1116(b)(1),
1116(d), 1116(f), 1304(c)(3), 3115(c)(3)



Disseminating Information to All Families



Districts and Charter/LAB Schools must demonstrate efforts to make communication available to all parents by providing copies of translations and modifications of the following documents:

- ☐ Notice to inform parents of an English Learner identified for participation or participating in the EL program.
 - If no ELs are enrolled in the PSU, then a sample letter for EL participation in the EL program is permissible.
- ☐ Copy of the District/School Parent and Family Engagement Policy
- ☐ Charter/Lab Schools - 3 examples of the school's general efforts to make communication available to all, such as, brochures, newsletters, flyers, web screen shots, etc.

Efforts to Communicate with All Families

- Selected schools must demonstrate efforts to make communication available to all parents by providing copies of translations and modifications of the following documents:
 - ☐ School's Parent and Family Engagement (PFE) Policy
 - ☐ School Parent Compact
 - ☐ Right to Know Letter – Qualification of Teachers and Paraprofessionals
 - ☐ Right to Know Letter – Testing Transparency
- ☐ Examples of the school's general efforts to make communication available to all, such as, brochures, newsletters, flyers, web screen shots, etc.



Best Practices for Communicating with ALL



- Evidence of document translation must be provided.
- A screenshot of the district or school website's translation function is insufficient if website cannot translate embedded or attached documents.
- Suggestions for documenting dissemination
 - A protocol with a signed attestation form,
 - Inclusion in a handbook with a parent signature page
 - Discussion at a meeting with dated attendance records



Element #4

Professional Development

ESSA Citations: 1114(b)(7)(A)(iii)(IV), 1113(b)(2)(D), 1304(c)(7)(B), 2102(b)(2), 2102(b)(2)(F), 2103(b)(3)(B)(v), 2103(b)(3)(E), 2103(b)(3)(H), 2103(b)(3)(I), 2103(b)(3)(J), 2103(b)(3)(L), 2103(b)(3)(M), 2103(b)(3)(O), 3115(c)(2), 4107(a)(3)(A)(ii), 4108(5)(A)(ii), 4108(5)(B)(ii)(II), 4108(5)(D), 4109(a)(4)(B), 4109(a)(5)

Title I Funded Professional Development

- Evidence of teacher and staff in PD Planning:
 - ☐ At the school and/or district level
- Documentation from one or two Title I PD events focusing on:
 - ☐ eliminating the achievement gap affecting low-income and minority children
 - ☐ supporting high-quality and comprehensive educational programs and services for migratory children

Title II Funded Professional Development

Documentation from one Title II PD events focusing on improving teaching and student learning and achievement, including but not limited to:

- ☐ Selecting and implementing formative assessments
- ☐ Designing classroom-based assessments
- ☐ Using data from such assessments to improve instruction and student achievement
- ☐ Referral for students affected by trauma or are at risk of mental illness
- ☐ Support for the identification of students who are academically and intellectually gifted, including high ability students who have not been formally identified for AIG services
- ☐ Recognition and prevention of sexual abuse
- ☐ High-quality instruction and instructional leadership in STEM subjects, including computer science
- ☐ Effective strategies to integrate rigorous academic content, career and technical education, and work-based learning

Title III Funded Professional Development Evidence

Documentation from one Title III PD events focused on:

- ☐ Improving instruction and assessment for English learners by improving the skills and knowledge of all staff.

This includes PD for the following school/district staff:

- Teachers in classroom settings that are not the settings of language instruction educational programs
- Principals
- Other school/district leaders, administrators
- Community-based organizational personnel

Title IV Funded Professional Development Evidence

Documentation from one Title IV funded PD events focused on:

- ☐ Training counselors to effectively use labor market information in assisting students with postsecondary education and career training
- ☐ Prevention, education, and early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral, as related to drug and violence prevention
- ☐ School-based mental health services partnership programs that provide comprehensive school-based mental health services
- ☐ Supports and staff development for school and community personnel in the school that are based on trauma-informed practices that are evidence-based
- ☐ High quality training for school personnel related to:
 - ☐ Suicide prevention
 - ☐ Effective and trauma-informed practices in classroom management
 - ☐ Crisis management and conflict resolution techniques
 - ☐ Human trafficking
 - ☐ School-based violence prevention strategies
 - ☐ Drug abuse prevention bullying and harassment prevention

Consolidated Professional Development Best Practices



- PD should be aligned to the use of the Title funding.
- The PD should match your budget priorities.
- The PSU is not required to provide an exhaustive set of PD records.
 - For example, to demonstrate Title funded PD has occurred during the year, the PSU may supply the artifacts related to one or two of those PD events, as long as those artifacts reflect what is described in the given element.
- ☐ To provide a more comprehensive view of the PD events, a calendar or schedule showing the other PD dates should be included.



Element #5

The Use of Federal Funds
to Supplement, Not
Supplant

ESSA Citations: 1118(b), 1306, 2213(g), 3115(g), 4110, 5232, 8501

Time and Effort Documentation

- ☐ Documented PSU operating procedures, protocols and practices to review Time and Effort for federally-funded employees.
 - Standard operating procedures must align with fiscal regulations (e.g., uniform guidance, EDGAR)
- Examples of collected documentation, such as:
 - ☐ Semi-annual certification documents from at least one consolidated funding source (must reflect an annual cycle)
 - ☐ PAR forms

Comparability Documentation

- ☐ Supporting data used to complete the current Comparability report



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NOTE: PSUs do not need to upload the most recent Comparability report as the document can be retrieved from CCIP.

Plan Changes and Programmatic Amendments

In addition to documentation submission, the grant details sections in the consolidated application will be reviewed during monitoring.

Throughout the year, PSUs may change the plan for activities in the approved consolidated application.

PSUs should submit all programmatic amendment for approval before implementing the new activity.



Video Resources – Required Viewing

Required Video #1:

Preparing for Your Upcoming Monitoring Visit -
Monitoring Event Guidelines Presentation

Required Video #2:

CPCM Instrument Part 1: The Consolidated
Program Elements (CPCM Elements 1-5)

Video Resources – Optional Viewing

CPCM Instrument Part 2: Title I, Parts A & D (Elements 6-11)

CPCM Instrument Part 3: Title II, Part A – (Element 12)

CPCM Instrument Part 4: Title IV, Part A – (Element 13)

CPCM Instrument Part 5: Title III, Part A – (Elements 14-17)

CPCM Instrument Part 6: Title I, Part C- MEP (Elements 18-20)

CPCM Instrument Part 7: Title V, Part B – RLIS (Element 21)

CPCM Instrument Part 8: Title I, Part D – State Operated Programs (Element 22)



We are here to support YOU!

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